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**Quality and evaluation in continuing vocational training
Qualität und Evaluation in der beruflichen Weiterbildung**

Vocational Training in Research and Practice – BWP 32 (2003) 6, p. 8
Berufsbildung in Wissenschaft und Praxis

This article summarises the current discussion over quality in publicly funded continuing vocational training and looks at possibilities for improving continuing vocational training. An examination of the relationship between evaluation and quality assurance appears to hold out considerable promise. This first of all allows the various theoretical contexts to be identified in a more precise manner, while a comparison of these will show how evaluation and quality assurance can be used to refine and further develop publicly funded continuing training.

WOLFGANG BEYWL, SANDRA SPEER

What makes evaluations good in the area of vocational training?

Evaluation standards and prospects for further refinement
Was kennzeichnet gute Evaluationen in der Berufsbildung?
Standards für Evaluation und Perspektiven ihrer Weiterentwicklung

Vocational Training in Research and Practice – BWP 32 (2003) 6, p. 13
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The German Society for Evaluation (Deutsche Gesellschaft für Evaluation) has formulated general evaluation standards which are presented in this article, which also discusses their applicability to vocational training. Evaluations, it is argued, should exhibit four basic characteristics: they should be useful, it should be possible to execute them, they should be fair and they should be precise. These hypotheses relating to the further improvement of quality of evaluations in the area of vocational training are then presented.

SIGRID MATZICK

Evaluation of continuing vocational training

Quality assurance: the example of distance learning of applied health sciences
Evaluation einer berufsbegleitenden Weiterbildung
Qualitätssicherung am Beispiel des Fernstudiums Angewandte Gesundheitswissenschaften

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In social institutions such as those in the area of initial and continuing vocational training, it is increasingly considered necessary for standards to be launched to secure and check quality. In particular, the issue of quality urgently needs to be addressed in the growing continuing training sector. In order to be able to estimate the quality of various continuing training measures, the evaluation of already existing and newly developed training programmes on offer constitute a necessary requirement. The article uses the example of "distance learning in applied health sciences" to examine how evaluation of a training programme is carried out and the extent to which this can be used to create a meaningful foundation for quality assurance.

HEINRICH DIECKMANN, GERD GIDION, ERWIN MAIER,
MICHAEL VENNEMANN

Learning self-management

Evaluation of distance learning courses for master industrial craftsmen in the metal-working sector

Selbstgesteuert Führen lernen?

Evaluation von Fernlehrgängen zum Industriemeister Metall

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A new regulation on examinations for master industrial craftsmen in the metal-working sector (International Chamber of Commerce – Chamber of Industry and Crafts) has been in force since 1998. At the heart of the new examination is that examinations are no longer broken into subjects and different technical areas in the examinations part of the specific employment qualification. They are based, rather, on "situational company tasks". The focal point of an evaluation by BIBB was on the distance learning courses preparing students for the new examination in comparison to presence courses. The study explored how well distance learning is suited to attaining learning objectives and whether an adequate preparation for the examination is provided. The requirements which apply to the new learning process are presented, the evaluation is briefly reviewed and selected results are presented.

ULF EHLERS

Subject-oriented quality research versus objective quality criteria?

The forgotten e-learner in the debate over quality in e-learning
Subjektorientierte Qualitätsforschung versus objektive Qualitätskriterien?

Vom vergessenen E-Lerner in der Debatte um Qualität beim E-Learning

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Quality will decide the future of e-learning. That is the result of many analyses and the recent trend. This at the same time raises two questions: What is quality? And how can it be assured? Finding an answer to these questions is a major challenge, if one wants to help e-learning attain a similar status in the future as traditional qualification programmes.

This is the point of departure in the article, which explores different cornerstones of quality research attaching priority to the needs of the learner. Subject-oriented quality research is compared with objective qualitative criteria. The results of what has thus far been the largest study on quality in e-learning is examined from a learner's perspective (Lernqualitaet.de).

DOROTHEA SCHEMME

Supporting and evaluating knowledge in economic pilot projects

Wissenschaftliche Begleitung und Evaluation in Wirtschaftsmodellversuchen

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The implementation of new strategies such as „process orientation“, „knowledge management“ and „learning organisation“ and the respective expansion of the spectrum of methods require another type of research support than at the commencement of pilot projects at the beginning of the 1970s. At the same time the status of evaluations aimed at making programmes and projects more effective and efficient has risen. Evaluation is an integral part of scientific support of pilot projects. Increased efforts to improve quality and enhance professionalism at the project and programme level can be seen at present. This article provides a summary of the relationship between research support and evaluation in the hope of attaining a consensus on reasonable strategies and quality standards.

BENEDIKT PEPPINGHAUS

Evaluation of planning work – the example of occupations in the transport sector

Evaluation in der Ordnungsarbeit – Das Beispiel der Verkehrsberufe

Vocational Training in Research and Practice – BWP 32 (2003), 6, p. 39
Berufsbildung in Wissenschaft und Praxis

Seven occupations in the transport sector have been evaluated in a BIBB study. Study methods and evaluation standards have been tailored to conform to the situation in individual occupations. In assessing new occupations, it has appeared important to follow the vocational fate of those graduates of training programmes who are not given permanent employment contracts by the companies they are trained at. The study generated a host of findings of pertinence to designing future planning tools, but does not forward any practicable solution to reduce the number of transportation occupations significantly. The results of the study were presented using selected examples.

KIRSTIN MÜLLER

Graduates of vocational trade schools at the "second threshold" – do they remain in the same occupation?

Berufsfachschulabsolventen an der „zweiten Schwelle“ – beruflicher Verbleib gelungen?

Vocational Training in Research and Practice – BWP 32 (2003), 6, p. 47
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What becomes of graduates of vocational trade schools continues to be neglected as a topic of research even though the number of pupils is constantly on the rise. A diplom thesis entitled "What becomes of graduates of vocational trade schools – an empirical study within the framework of the Regional Project on Saxony" at Dresden Polytechnic University examined the degree to which autonomy, competence and social integration influence personal development and thus aid integration in an occupation. The article presents selected results.